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ABSTRACT

Intended for use by state education agencies planning and implementing services for handicapped preschoolers, the document provides information about early childhood training opportunities, organizations providing information, and sources of funding. Part I deals with funding sources which local agencies might by able to access for developing or expanding their programs and services for preschool handicapped children. Information on funding sources includes the following: legislation funding comes under, purpose, type of assistance, application requirements, funding uses, contacts for information, and application to local districts. Part II outlines some sources of training for personnel serving young handicapped children, such as the Handicapped Children's Early Education Program and Head Start. A final section contains a listing of national organizations providing information on young handicapped children, which include Closer Look, the Council for Exceptional Children, and National Foundation-March of Dimes. (SBH)

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RE$OURCES

for Early Education Programs for Children with Handicaps

by

Linda Gilkerson Pascal Trohanis

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The Technical Assistance Development System (TADS)

Spring, 1977

EC104179

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PREFACE

Many state education agencies (SEAs) are engaged in planning and implementing comprehensive services for young children who have handicaps. As part of this endeavor, states are working closely with local education agencies (LEAs) in helping them to initiate or expand early childhood services. One of the most frequently called for types of assistance that an LEA requests of the SEA concerns resource identification and procurement. In particular, LEAs need information about early childhood training opportunities, organizations providing information on young handicapped children, and most importantly sources of funding available for developing and implementing services to preschoolers.

To assist SEAs in providing this needed type of resource material to local agencies, the TA to States Division of the Technical Assistance Development System (TADS), a B.E.H. funded project at the Frank Porter Graham Child Development Center at the University of North Carolina - Chapel Hill, has compiled this simple and condensed document on resources. This document grew out of specific technical assistance needs and requests from the states of North Carolina and Colorado. Other states too wanted access to this kind of information.

This booklet is divided into three major sections. Part One deals with funding sources which local agencies might be able to access for developing or expanding their programs and services for preschool handicapped children. Part Two outlines some sources of training for personnel serving young handicapped children. Finally, Part Three contains a listing of national organizations providing information on young handicapped children.

Since this is our first attempt at providing this type of technical assistance to SEAs, we are anxious for feedback as to the utility of this material. Perhaps we have overlooked some important information, misinterpreted certain data or made errors. To help correct these and streamline this document, we welcome your feedback.

Linda Gilkerson
Pascal Trohanis

Spring 1977

Chapel Hill, North Carolina

Part I

FUNDING RESOURCES

Introduction

Part One of this booklet describes sources of funding available for local education agencies to help them initiate or expand programs and services for young children with handicaps. This section contains a listing of both main and other sources to be investigated. Many of these citations were synthesized and adapted from the 1976 Catalog of Federal Domestic Assistance and other sources. Following our preparation of draft descriptions, we verified and corrected each description via phone or mail communication with appropriate funding agency personnel. Their help was greatly appreciated.

As the reader reviews these descriptions, s/he is cautioned to check with appropriate funding agency personnel at either state or national levels to validate the source, timelines for filing application, specific dollar amounts available, and necessary tie-ins with various state plan priorities and goals. This caution is urged since rules, regulations, authorizations, and appropriations are subject to change.

FUNDS

I. EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975*

Title VI: Part B of Education of Handicapped Act
(P.L. 91-230, as amended by P. L. 93-380 and 94-142)

Purpose

To assure that all handicapped children have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardian are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate the handicapped.

Type of Assistance

Formula Grants to States. In FY 78 and subsequent years, grants will be based on the number of handicapped children aged 3 through 21 who are receiving special education and related services in a State multiplied by a percentage of the Average Per Pupil Expenditure in public elementary or secondary schools in the U.S. (1978= 5%; 1979= 10%; 1980= 20%; 1981 =30% and 1982 thereafter = 40%).

Local districts apply to the State education agency and are entitled to an amount which bears the same ratio to the total amount received by the State as the number of handicapped children aged 3 through 21 served in the local district has to the number of handicapped children aged 3 through 21 served in the State.

In FY 78, State-local distribution will be up to 50% State and 50% local. In FY 79 and thereafter, the proportions will be up to 25% State and 75% local. The State may use up to 5% ($200,000) of their allotment for administrative costs.

In addition, Incentive Grants for states serving preschool children (ages 3 through 5) are available (see Page 22 of this booklet).

Who May Apply

State education agencies complying with the provisions of P.L. 94-142 may apply to the Commissioner of Education on behalf of all handicapped children in the State. Local education agencies and intermediate education units complying with the provisions may apply to the State.

When To Apply

State education agencies are to turn in their Annual Program Plan to the Aid to States Branch of BEH by April 1, 1977 for FY 78. Time lines for local agency applications to the State vary by State.

* This information was obtained primarily from the proposed rules for Education of Handicapped and Incentive Grants Program (Federal Register, December 30, 1976). Final rules have not yet been determined. Until final regulations are published, the legal provisions of the act itself are to be adhered to.

Uses For These Funds

Two priorities have been established for the use of these funds: first priority are handicapped children not receiving any education and second priority are handicapped children within each disability with the most severe handicaps who are receiving some but not all of the special education and related services specified in the individualized education programs of those children.

State education agencies can use these funds for activities such as special education and related services to handicapped children, personnel development of regular and special education staff, dissemination of research and demonstration information, materials development, special projects such as model demonstration programs, or State consultants.

Local districts can use these funds to pay for the excess costs of educating handicapped children. Excess costs are costs for special education and related services above the costs of regular education for an elementary or secondary school student in the local district.

Comments

In order for a State to be eligible for these funds, a State must have a policy which assures a free appropriate public education to all handicapped children ages 3-18 by Sept. 1, 1978 and ages 3 through 21 by Sept. 1, 1980, except where provision of services to the 3 through 5 and 18 through 21 populations would conflict with State law, practice, or court order. In addition, a State must submit a State plan including a detailed time table for provision of full services; procedures for child find, evaluation, and placement; assurance that handicapped children will be educated with non-handicapped children to the maximum extent appropriate and that non-discriminatory testing procedures are in force; and procedural safeguards to insure that parents or guardians of handicapped children have access to all relevant records, receive written notice prior to change in the identification, evaluation or placement of their child, have an opportunity to present complaints regarding these matters, and if necessary, be afforded an impartial due process hearing with a right to appeal and to instigate a civil suit. States are to supervise all the educational programs of all handicapped children and are to require local districts and intermediate units to maintain, review and revise individual educational programs for each child in cooperation with the child's parent, guardian, or parent surrogate and the child when appropriate. A comprehensive program of staff development is to be provided for both regular and special education teachers.

For Further Information

Contact the Title VI-B Coordinator in your State Department of Education or your State Director of Special Education. For copies of the proposed guidelines, write to the Bureau of Education for the Handicapped or see Federal Register, December 30, 1976.

How These Funds Can Help Local Districts

Local districts can use these funds to assist in preschool programming to pay for excess costs in providing special education and related services to handicapped children ages 3 through 5.

2. HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM (HCEEP) DEMONSTRATION PROJECTS

Title VI: Part C of Education of Handicapped Act (P. L. 91-230, as amended by P. L. 93-380)

Purpose

Support the development of demonstration projects to adapt, modify, or initiate an approach which meets the particular needs of the local areas for services to young handicapped children (ages 0-8) and their families and to serve as an exemplary model of services for other agencies in the area.

Type of Assistance

Project grants on a yearly basis with renewal possible for up to three years.

Who May Apply

Public or private non-profit agencies.

When to Apply

Announcements are issued by BEH and deadlines are published in the Federal Register. Applications are generally due in late fall or early winter.

Uses for These Funds

Projects are to provide multifaceted examples of service to young handicapped children and their families and act as demonstration sites for local and state education agencies and other agencies in the area. These programs will be responsible for seeking continuation funding after their three year period expires and therefore will probably focus dissemination activities on creating awareness and support for the project in the community and with potential funding sources. Another major goal of demonstration projects will be to increase the number of preschool handicapped children served; therefore, child find activities will probably be one of the major concerns of the projects. These child find activities should be coordinated with efforts conducted at the state level under the sponsorship of the state education agency through VI-B funds.

Comments

The goal of these projects is to identify and demonstrate the kind of services most appropriate to their local areas. These services may be useful models to other programs in similar areas.

For Further Information

For information on specific proposal requirements and instructions on submission and review procedures contact:

Jane DeWeerd
Coordinator HCEEP
Bureau of Education for the Handicapped
400 Maryland Avenue, S.W.
Donohoe Building, Room 3117
Washington, D. C. 20202
202-245-9722

How These Funds Can Help Local Districts

Local districts can submit proposals and receive grants to become demonstration projects.

Local districts can locate demonstration projects in their state or regional area and visit the projects to see the programs in operation.

Local districts can request information from these projects to assist them in planning and developing their own programs. This information might include information on staffing patterns, parent program procedures, curriculum materials, child evaluation, and in-service training.

3. HEAD START: HANDICAP EFFORT

Economic Opportunity Act Amendments of 1972
(P.L. 92-424, as amended by Head Start, Economic Opportunity, Community Partnership Act of 1974)

Purpose

To establish policies and procedures designed to assure that not less than 10% of the total number of Head Start enrollment opportunities in each State shall be available for Head Start eligible handicapped children.

Type of Assistance

Supplementary funding for services to the handicapped. Funds are granted on a yearly basis.

Who May Apply

Head Start Grantees. Applications of Head Start Grantees may include collaborative contracts with local school districts or other agencies who could share in the Handicap Effort.

Uses for These Funds

The supplementary funding may be used to meet the excess cost of providing for handicapped children and may be expended in nine areas: (1) outreach, recruitment, and enrollment; (2) screening, assessment, and professional diagnosis; (3) direct provision or purchase (when not available on a donated basis) of needed special education, other special services, and therapy; (4) costs of additional full-time or part-time Head Start staff; (5) purchase or lease of special equipment and materials; (6) modification of physical facilities; (7) preservice and inservice staff training; (8) development of a core (support staff) capability; or (9) funding of summer Head Start services to handicapped children.

Comments

The inclusion of handicapped children in Head Start should not result in the exclusion of any child being served by the program; however, according to Transmittal Notice: Head Start Policy Manual 73.4, all Head Start Programs must give immediate priority to Head Start eligible handicapped children in filling enrollment vacancies through the normal turnover of program participants.

Criteria for the following categories have been established for reporting handicapped children in Head Start: blindness, visual impairment, deafness, hearing impairment, physical (orthopedic) handicap, speech impairment (Communication Disorder), health or developmental impairment, mental retardation, serious emotional disturbance, and specific learning disabilities. All children reported in these categories must have been diagnosed by appropriate professionals who work with children with these conditions and have certification or licensure to make these diagnoses.

Children in Head Start who have handicapping conditions are distinguished from those children who are in fact handicapped. A child who has a handicapping condition (minor hearing loss, developmental speech delay) but who does not require special education is not to be counted as a handicapped child.

For Further Information

Contact the Director of your local Head Start program.

How These Funds Can Help Local Districts

Local districts can develop collaborative contracts with Head Start grantees which support joint parent and child services, sharing of staff and staff training, sharing of facilities and special materials, exchange of consultants, and other special interest projects.

4. EDUCATIONALLY DEPRIVED CHILDREN - LOCAL EDUCATION AGENCIES

Title I: Part A of Elementary and Secondary Education Act of 1965 (P.L. 89-10 as amended)

Purpose

To expand and improve educational programs by various means including preschool educational programs to meet the needs of educationally deprived children (including children who are handicapped) residing in an attendance area designated for a Title I project.

Type of Assistance

Formula grants to States based on the number of children in poor families, 2/3 of the number of children from families receiving AFDC, and number of institutionalized neglected and delinquent and foster children supported with public funds. State education agency suballocates funds on a county basis. The Office of Education uses a formula to determine the county amounts.

Who May Apply

State education agencies apply to the Commissioner of Education. Local agencies receive funds through State.

When To Apply

States receive their entitlement in March. Each state sets deadlines for local applications. Generally applications are due in early summer.

Uses for These Funds

These funds are to be used primarily for provision of instructional activities in areas having a high concentration of children from low-income families. In addition service activities not available from other sources can be provided. The services must supplement, not supplant, those normally provided by state and local education agencies.

Comments

These funds can be used to serve handicapped children residing in a Title I attendance area after all other State, local, and federal (other than Title I) resources have been explored, if the special educational needs of these handicapped children are still not being fully met, and the LEA has made this population of educationally deprived children a priority. In States where there is mandatory special education legislation, handicapped children may receive special education services supported by Title I funds which are beyond those services required by law such as food, medical and dental services and clothing. Special education programs can also be provided for children in age groups (such as preschool) not covered by the legislation. In some circumstances, these funds can be used to initiate services in States with mandatory legislation if the mandate is essentially ineffective due to insufficient time to provide adequate funding at the local level. If a State's reimbursement covers only a percentage of the costs above other funds provided, Title I funds could be used to pay for the other percentage. In all States, the local districts must provide at least the facilities, materials, and staff on the basis of what is provided for other children. The planning and implementation of Title I funds for handicapped children requires close cooperation between the Title I Director and the Special Education Director at the local level and the Title I Coordinator and the State Director of Special Education at the State level.

For Further Information

Contact the Title I Director in your local school system or the State Title I Coordinator in the State Department of Education.

How These Funds Can Help Local Districts

Local districts in States without mandatory legislation can use these funds to provide services to preschool handicapped children residing in a Title I attendance area if these children are determined to be a priority for use of these funds and if all other local, State, or federal resources have been used.

Local districts in States with mandatory preschool legislation can use these funds to provide services not mandated or to provide services to children in age groups or with handicapping conditions not covered by the mandate if the children reside in a Title I attendance area and have been designated as a priority for use of these funds and if all other local, State, or federal resources have been used.

5. PROGRAMS FOR EDUCATION OF HANDICAPPED CHILDREN IN STATE OPERATED OR SUPPORTED SCHOOLS

Title I: Elementary and Secondary Education Act of 1965 (P.L. 89-10, as amended by 89-313, 93-380)

Purpose

To extend and improve comprehensive educational programs for handicapped children who are enrolled in or who have been enrolled in State operated or supported schools.

Type of Assistance

Formula grants to States based on the reported number of handicapped children who are or who have been counted in average daily attendance in State operated or supported schools.

Local districts may participate on behalf of the children transferred to the local district who were formally enrolled for at least a year in a State operated or supported school. LEAs submit project applications to the SEA for approval.

Who May Apply

State Departments of Education and other State agencies who provide free public education for handicapped children may apply to the Bureau of Education for the Handicapped. LEAs may apply on behalf of children who have been transferred to their district from a State supported or operated school.

When To Apply

State agency average daily attendance reports are due November 1. Submission dates for local project applications vary by State.

Uses For These Funds

Funds may be used for projects in State operated or supported schools to supplement the special education programs for children in these schools. Services such as instruction, physical education, mobility training, counseling, pre-vocational and vocational education, teacher and teacher aides training, and construction and provision of equipment in public schools may be provided. Restrictions on the uses of these funds include construction and installation of equipment in non-public schools, nonessential construction or remodeling, use for children who have never been served by a State operated or supported school, or use for persons over 20 or beyond 12th grade.

LEAs can use these funds for the purposes listed above to supplement the special education programs of children who transfer from State operated or supported schools.

Comments

If a preschool child has been in an institution for at least a year and is then transferred to a public school district in a State with mandatory preschool legislation, local school districts can receive 89-313 money to supplement the child's preschool program. In a state without mandatory legislation, the 89-313 money can go to school if the school is providing a program for the child.

For Further Information

Contact the Public Law 89-313 Coordinator in your State Department of Education.

How These Funds Can Help Local Districts

Local districts can use these funds to supplement the special education programs for children who transfer to the public schools who have been previously enrolled in a State operated or supported school for at least one year.

6. BILINGUAL EDUCATION CLASSROOM DEMONSTRATION PROJECTS

Bilingual Education Act
Title VII: Elementary and Secondary Education Act of 1965
(P.L. 89-10, as amended by P.L. 93-380)

Purpose

To demonstrate effective ways of providing instruction using bilingual education techniques to children ages 3 to 18 who have limited English-speaking ability and who for reasons of their lack of proficiency in English are not achieving educationally in the public school system.

Type of Assistance

Project Grants. Grants are usually funded for a multi-year period and are to supplement, not supplant, existing funds.

Who May Apply

Local Educational Agencies. A nonprofit institution or organization of an Indian tribe may be eligible when it operates an elementary or secondary school on the reservation and is approved by the Commissioner for the purpose of the Title.

When To Apply

Deadlines for applications are published in the Federal Register.

Uses For These Funds

The majority (up to 85%) of the funds for the basic demonstration classrooms is to be used for providing instructional services to children in school and home settings. These services may include purchase of materials, support of supplementary or administrative staff, or provision for travel and for consultants. This money cannot be used to support teachers' salaries. Grantees must spend at least 15% of their award on training and staff development activities such as in-service training or formal instruction leading to a specialization or certification in bilingual education. A program must include an evaluation component which uses a research design.

Comments

Emphasis in these projects is placed on instruction in the child's native language in all required curriculum areas to the degree that the child requires such assistance.

The evaluation components of these projects are to assess the effectiveness of the approach using a research design with provisions for pre- and post-testing of an experimental and a comparison group.

These monies can be used by projects to serve preschool children who have limited English-speaking ability and who have handicapping conditions as long as these projects also extend into the regular school grades. For example, preschool children may be served if the program chooses to demonstrate an approach including a pre-kindergarten group in addition to children in kindergarten and the other regular grades. Preschool children can be served only as a component of an overall program; preschool cannot be the only age group served.

For Further Information

Contact the Office of Bilingual Education
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202
202-245-2595

How These Funds Can Help Local Districts

Local districts can use these monies to initiate, develop, or supplement an approach for the education of preschool handicapped children with limited English-speaking ability as part of an overall demonstration program for the education of these children in regular school grades.

Local districts can contact the Title VII Coordinator in their State Department of Education to locate the Title VII Training Resources Center in their area and ask for information or request technical assistance from the staff of the Training Resource Center.

Local districts can contact the Title VII Coordinator in their State Department of Education and ask for technical assistance from the coordinator.

7. EARLY AND PERIODIC SCREENING, DIAGNOSIS, AND TREATMENT PROGRAM (EPSDT)*

Title XIX: 1967 Amendments to Title XIX of Social Security Act (P.L. 89-97, as amended by 90-248, 91-56, 92-223, 92-603, 93-66, and 93-233).

Purpose

To provide comprehensive, preventative health care services to individuals under 21.

Type of Assistance

Formula grants to States on a matching funds basis. The federal share is determined by a formula based on the relation of the State per capita income to the national per capita income. States contract with health departments, private contractors, and medical providers for delivery of EPSDT services.

Who May Apply

No formal applications are made by States to the federal government. States are required to provide this program as a part of their Medical Assistance (MEDICAID) program. Service recipients contact local Medical Assistance (MEDICAID) or Social Services office to find out about eligibility and services.

When to Apply

Not applicable.

Uses for These Funds

Each state's Medical Assistance (MEDICAID) Plan determines the amount, duration, and scope of medical services available. In addition to the services in the state plan, vision, hearing, and dental services are required for individuals under 21 who are eligible for MEDICAID. EPSDT requires that States inform eligible families of services and in certain communities, conduct outreach, case management and follow-up services to assure that needed services are provided. Transportation is provided in all states if needed and in some states day care programs are provided for siblings of children receiving services.

*Legislation is pending (Child Health Assessment Act) which if passed would expand and improve this program and change the name from EPSDT to CHAP (Child Health Assessment Program).

Comments

There are many ways that school programs and EPSDT programs can cooperate; therefore, it is important for schools, especially for Title I schools who will have large numbers of MEDICAID eligible students, to be aware of their local EPSDT program. It is important that a two-way flow of information be established so that schools can refer parents to EPSDT for Medical Assistance and so that EPSDT staff can refer children to educational programs.

It is particularly helpful if the Child Find components are coordinated with this program since EPSDT provides developmental assessment as well as medical assessment. At the federal level, BEH and EPSDT are exploring ways of developing a common system for categorizing handicapping conditions to facilitate the cooperation among school and medical programs. Since EPSDT is only available for children whose families are on welfare, some children lose services when their families' incomes change. Through coordination between the schools and EPSDT, it is possible that these services may be able to be continued under the sponsorship of the school. It is also possible for EPSDT to provide services which are not mandated through the educational system to support and extend the individualized plans for each child. Concerns about confidentiality and public service responsibilities can be dealt with successfully making this type of interagency cooperation not only possible but beneficial for all agencies and persons involved.

For Further Information

Contact either the county or State Medical Assistance (MEDICAID) Program.

How These Funds Can Help Local Districts

Local directors of special education and special education staff can be knowledgeable about the eligibility for and services provided through EPSDT and can develop communication systems which encourage mutual referrals and provision of services.

Local directors of special education or special education staff can refer parents of MEDICAID eligible children to the local EPSDT program and encourage parents to pursue services for their child.

Local directors of special education and special education staff can refer potentially eligible families to the local Medical Assistance (MEDICAID) program for determination of eligibility to participate in MEDICAID services.

MORE FUNDS

8. PRESCHOOL INCENTIVE GRANTS

(Title VI: Part B of Education of Handicapped Act, as amended by P. L. 94-142).

Each participating state must attach an Incentive Grant application which addresses the provision of special education and related services to handicapped children ages 3, 4, or 5. Federal approval of this application will permit receipt of a formula grant based on the number of handicapped children ages 3-5 being served in the state multiplied for FY 78 by approximately $60 per child. This dollar amount will vary according to yearly appropriations. The State Education Agency may use the funds itself on a discretionary basis or may contract with local education agencies, intermediate education units, or other agencies.

For further information on the use of these funds in your State, contact the State Early Childhood Coordinator, State VI-B Coordinator, or State Director of Special Education in your State Department of Education.

9. STATE IMPLEMENTATION GRANTS FOR PRESCHOOL AND EARLY EDUCATION FOR THE HANDICAPPED

(Title VI: Part C of Education of Handicapped Act, as amended by P. L. 91-230).

The Bureau of Education for the Handicapped is authorized to make grant awards to state education agencies for the purpose of assisting in the implementation of state plans for preschool and early education for handicapped children. Also, these grants are to help accelerate the provision of services to these children.

For more information on how your agency might participate, be involved, or informed, contact your State Early Childhood Coordinator or State Director of Special Education in your State Department of Education.

10. SOCIAL SERVICES PROGRAMS FOR INDIVIDUALS AND FAMILIES

(Social Services Amendments of 1974 Title XX of P. L. 93-647)

Title XX funds are distributed to States on a formula basis according to population. Ordinarily 25% matching funds are required from State or local funds. However, for family planning services, the state matches 10%. For 12 months beginning October 1, 1976, an additional $200 million has been allocated to states on the basis of population. The emphasis on the use of these funds is placed on the provision of child day care services and the employment of welfare recipients in the day care programs. If these funds are used for those purposes, they are available without a requirement for matching funds from the State. Title XX funds can be used to provide social services to persons with low incomes (up to 115% of a State's median income for a family of four). Both welfare recipients and non-welfare recipients may be eligible depending upon how a State defines the eligibility criteria. 50% of the federal allotment in each State must be used for services to welfare recipients.

Each state is required to develop a State Comprehensive Annual Service Plan which specifies how Title XX funds will be used. Opportunities for public participation and comment in the development of the plan and amendments to the plan are required. States are allowed a great deal of discretion in determining the services that will be provided. The federal government cannot disapprove of any service a State includes in its plan so long as certain legislative prohibitions are observed (e.g. educational services, room and board, and medical care). The federal government can, however, reject the process a State uses in formulating the plan. The governor of each State must designate a single State agency to assume the responsibility for planning,

administering, or supervising the State's Title XX services provided. Since each State can design its own program of services, there is no guarantee that these funds will be used to assist in providing services to preschool handicapped children or their families.

Some States do use these funds to provide day care and early education programs for Title XX eligible preschool handicapped children. Local school districts in States without mandatory preschool legislation should seek ways of participating in the State Title XX planning process to advocate for including services to handicapped preschoolers as a part of the State plan. If these services are a part of the State plan, then school districts can be in a position to compete for service contracts. For further information, contact the state agency designated in your state to administer Title XX funds.

II. DEVELOPMENTALLY DISABLED ASSISTANCE AND BILL OF RIGHTS ACT

(P. L. 94-103 amended Developmental Disability Services and Facilities Construction Act, P. L. 91-517).

Under this Act, federal grants are made to States for the development and implementation of a comprehensive and continuing plan for identifying and meeting the needs of the developmentally disabled. Consequently, depending upon your State Planning Council's priorities and availability of state funds, local education agencies may be able to apply for demonstration program support in such areas as early screening, diagnosis, evaluation, infant and preschool stimulation programs, and parent training. Additionally under this Act, special project grants are available through the National Developmental Disabilities Office (DDD) in HEW. Demonstrations in early screening and intervention and other related projects are feasible.

For more information on how your local agency might participate, contact members or staff of your State DD Planning Council.

I2. SPECIAL PROGRAMS AND PROJECTS FOR INDIAN EDUCATION

(P. L. 92-318, Title IV, Part B).

This project grant program may be used by local education agencies to support planning, pilot, and demonstration (exemplary) projects which are designed to plan for, test, and demonstrate the effectiveness of programs for improving educational opportunities for Indian children.

For further information on the use of these funds, contact your State Department of Education or the Office of Indian Education, USOE, FOB-6, Room 2177, 400 Maryland Avenue, S. W., Washington, D. C. 20202, 202-245-8020.

I3. EDUCATIONAL INNOVATION AND SUPPORT

(ESEA, Title IV, Part C as amended by P. L. 93-380)

Formula grants can be used in conjunction with the Annual State Program Plan strengthening state and local education agencies through developing locally initiated innovative projects, facilitating the adoption of other successful projects, or planning for local programs with small grants. Fifteen percent of the funds must be spent on special programs or projects for education of children with specific learning disabilities and other handicapped children.

For more specific information on the possible uses of these funds, contact your State Program Officer or Federal Funding Coordinator for Title IV in your State Department of Education.

14. APPALACHIAN REGIONAL COMMISSION CHILD DEVELOPMENT PROGRAM

(Appalachian Regional Development Act of 1965 amended by P. L. 94-188).

This program serving 13 states, strives to create a State-level capability for planning child development programs and a program to provide child development services in selected areas. Public and private nonprofit organizations are eligible for demonstration project grants, if the projects are consistent with the State Plan and priorities. Local programs for preschool handicapped children are acceptable.

For more information, contact your Appalachian Regional Commission Program Officer in your Governor's Office.

Part II

TRAINING RESOURCES

Introduction

Part Two of this booklet contains information about sources of training for personnel serving young handicapped children. It is very general in nature and aims to serve as a stimulus for locating specific training opportunities.

SOURCES OF TRAINING FOR PERSONNEL

SERVING YOUNG HANDICAPPED CHILDREN

I5. LOCAL COLLEGES, UNIVERSITIES, COMMUNITY AND JUNIOR COLLEGES

There are a wide variety of training opportunities at the local level that should be explored. Making contacts with such departments as Special Education, Human Development, Home Economics, and Early Childhood may be helpful in discovering the kinds of expertise available for training local teachers, specialists, aides, and administrators.

I6. HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM (HCEEP)

Available in each state in the United States is at least one federally funded (BEH) preschool demonstration and/or outreach program. As part of their workscope, programs must disseminate information on their efforts and provide effective coordination among various agencies. Almost all provide training opportunities in facilitating program replication or adaptation. To locate the preschool programs in your state, contact Ms. Jane DeWeerd, BEH, Donohoe Building, Room 3117, 400 Maryland S.W., Washington, D. C. 20202 (202-245-9722) or your State Early Childhood Coordinator.

I7. STATE ANNUAL PROGRAM PLAN

Each participating State education agency must submit a plan which meets both the requirements for full implementation of Public Law 94-142 and those of the Annual Program Plan for EHA-Part B. A portion of the plan must address the development and implementation of a comprehensive system of personnel development which includes inservice training and information dissemination. Local education personnel can contact the State VI-B Coordinator in the State Department of Education for information about this in-state source of training as it may relate to early childhood activities.

I8. UNIVERSITY AFFILIATED FACILITIES (UAF)

The Developmentally Disabled Assistance and Bill of Rights Act (P.L. 94-103) provides federal support for a number of UAFs which provide both demonstration facilities and interdisciplinary training of personnel working with persons who have developmental disabilities. This may be a helpful training resource for some local personnel. To locate the UAF nearest your program, contact your State,Director of Special Education in your State Office or members of your State DD Planning Council.

19. LEARNING RESOURCE CENTER PROGRAM

Presently there are 13 Area Learning Resource Centers (ALRCs) and 13 Regional Resource Centers (RRCs) which are regionally spread across the country. The ALRCs focus on media, materials, and educational technology with respect to handicapped children while the RRCs concentrate on appraisal and programming. Additionally, there are two coordinating agencies and one specialized center that deals with visual impairments, one for hearing problems, and one for other handicapping conditions. All offer various training opportunities; some centers offer assistance in Early Childhood. To locate the RRC or ALRC nearest your program, contact the State Director of Special Education in your State Department of Education.

20. BUREAU OF EDUCATION FOR THE HANDICAPPED (BEH)- DIVISION OF PERSONNEL PREPARATION

Through the BEH Division of Personnel Preparation, grants are made available to improve the quality and increase the supply of special educators and support personnel at the preservice and inservice levels. Areas may include early childhood education, volunteers involved in the education of the handicapped, and training regular educators. Local education agencies can definitely apply for grant assistance. For further information, contact Dr. Jasper Harvey, Division of Personnel Preparation, BEH, Donahoe Building, Room 4805, 400 Maryland Avenue SW, Washington, D. C. 20202 (202-245-9886).

21. HEAD START: HANDICAP EFFORT

All local Head Start programs are involved in training personnel. The possibility exists for collaborative training efforts between Head Start and local public preschool programs. To explore these possibilities in your area, contact your local Head Start Director.

22. SOCIAL SERVICES PROGRAMS FOR INDIVIDUALS AND FAMILIES (TITLE XX)

Service providers for Title XX may receive training so long as the people trained are also available to provide service. For further information on the type of training provided in your State, contact the State agency designated in your State to administer Title XX funds.

23. OTHER

Other training opportunities might be uncovered by contacting voluntary agencies like United Cerebral Palsy, Association for Retarded Citizens, Easter Seal, and the Epilepsy Foundation. Departments in State Government (e.g. Health, Office for Children, D. D. Council, Early Childhood) might have opportunities for training as well as local agencies such as hospitals, mental health centers, special schools, clinics, and institutions. Finally, professional organizations such as CEC and NAEYC should be contacted at the national, State, and local levels.

Part III

INFORMATION RESOURCES

Introduction

Part Three of this booklet contains a list of some national organizations providing information on young children or on children with handicaps. We have tried to include a short description of each organization with respect to the specific programs or services that relate to young children. In addition, the name, address, and phone number of each organization are provided. Time constraints precluded us from extending this list. In the future, we hope to expand this section to include more organizations concerned with young children and young children with handicaps.

Eleven of the entries in this section were taken from the ERIC/ECE Newsletter, Urbana, Illinois. We thank ERIC/ECE for allowing us to excerpt these materials.

24. ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF

3417 Volta Place NW
Washington, D. C. 20007
202-337-5220

A national private non-profit organization founded by Alexander Graham Bell to promote training in the use of residual hearing and speech. The Association publishes books for parents and teachers on teaching and guiding deaf and hearing-impaired children and has the world's largest library open to the public which deals with deafness. In addition, the Association publishes the Volta Review and a newsletter. Among the activities of the Association are two projects: Hearing Alert which is a public service campaign to alert people to the signs of hearing impairments in infants and Project Feedback which is a program that encourages parents to inform their physicians about ways to recognize hearing difficulties in their children. The Association places high priority on early detection and early amplification if appropriate and on parent-infant programs and home training programs for young children. The membership consists mainly of parents, teachers, and oral deaf adults.

25. AMERICAN ASSOCIATION ON MENTAL DEFICIENCY

5201 Connecticut Avenue, NW
Washington, D. C. 20015
202-686-5400

A national interdisciplinary association in the field of mental retardation. Regional and State chapters are located across the country which sponsor regional, state, local, and student meetings. The national Association sponsors an annual convention including two-day training workshops as well as scientific and programmatic information about the field of mental retardation. AAMD publishes two journals: American Journal on Mental Deficiency and Mental Retardation and has a variety of other publications which can be used by professionals from all different disciplines and which may also be of interest to other persons concerned with mental retardation. The Association sponsors a committee on the prevention of mental retardation and has an interest in supporting legislation concerning mentally retarded persons. AAMD has published Adaptive Behavior Scales for individuals ages 6 through over 60 and is currently working on an extension of these scales through infancy for both the school and the institution versions of the scale. The extension will be available sometime after 1978. For further information, contact the national office.

26. AMERICAN DIABETES ASSOCIATION

600 5th Avenue
New York, NY 10020
212-541-4310

A national voluntary health organization involved in research and in education of patients, physicians, and other medical professionals and the general public about both juvenile-onset and adult-onset diabetes. Materials are available through the Association for parents, school nurses and teachers on how to recognize the symptoms of diabetes and how to treat its reactions. Most state affiliates sponsor summer camps for diabetic children. For more information, contact your local affiliate or chapter.

27. AMERICAN FOUNDATION FOR THE BLIND

15 W. 16th Street
New York, NY 10011
212-924-0420

A private non-profit agency which collects and disseminates information, conducts research, and advises on matters that improve services to blind persons. The Foundation provides a wide variety of services for blind persons, for the general public, and for professionals including the production and sale of 400 different aids and appliances; information and referral services; the recording and manufacture of talking books; and the publication of a variety of materials. In addition, specialists in education are available to assist local agencies and schools in program planning, administration, and staff development for programs serving blind children.

28. AMERICAN HEART ASSOCIATION

7320 Greenville Avenue
Dallas, TX 75231
214-750-5300

A national voluntary health organization which acquires, disseminates, and applies knowledge concerning normal heart and circulatory function and the cause,diagnosis, prevention, and treatment of disorders of circulation and diseases of the heart, blood vessels, and lymph vessels. A primary function of the Association is to fund research and to fund programs to implement new research findings. In addition, the Association helps train hospital staff and other professionals and non-professionals in cardio-pulmonary resuscitation and sets standards for all CPR training programs. Heart disease in the young is a priority for the Association. Local chapters can provide referral information to services in existing community resources.

29. AMERICAN MONTESSORI SOCIETY, INC.

150 Fifth Avenue
New York, NY 10010
212-924-3209

A national, non-profit organization dedicated to promoting better education for all children through teaching strategies consistent with the Montessori system, an approach which emphasizes providing children with purposeful work in an environment prepared with self-educative, manipulative learning devices for language, math, science, practical life, etc. The Society acts as a clearinghouse for information and data on Montessori education, approves courses meeting its standards for training Montessori teachers, and conducts a consultation service for the benefit of its affiliates. Publications are available through the Society as well as Montessori learning materials and teaching aids.

30. ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

3615 Wisconsin Avenue, N. W.
Washington, D. C. 20016
202-363-6963

Members include teachers, parents and others interested in promoting good educational practices for children from infancy through early adolescence.

31. ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES

4156 Library Road
Pittsburgh, PA 15234
412-881-1191

A national voluntary organization with affiliates in every State but Wyoming with 763 local chapters. ACLD provides an initial contact for parents and professionals seeking help for a person they feel might have a learning disability. Services include school program development and implementation, in particular for early identification and diagnosis of learning disabilities; advocacy through the governmental affairs committee; provision of books, pamphlets, and articles on learning disabilities through a resource center with over 400 publications; encouragement of research; and public awareness activities. ACLD publishes a bi-monthly news brief on current development in the field of learning disabilities. For further information, contact your local chapter or the national office.

32. BLACK CHILD DEVELOPMENT INSTITUTE, INC.

1463 Rhode Island Avenue, N. W.
Washington, D. C. 20005
202-387-1281

BCDI focuses on promoting black child development programs and providing technical assistance to predominantly black day care centers. Members serve as advocates of community development programs throughout the U.S.

33. *CHILD DEVELOPMENT ASSOCIATE CONSORTIUM, INC.*

Suite 601-East, 7315 Wisconsin Avenue
Washington, D. C. 20014
301-652-7144

A private non-profit organization (funded by the Office of Child Development) made up of approximately 40 national associations. The consortium is concerned with the education and development of young children, the needs of children from minority populations, parents' concerns and child care staff training and certification.

34. CHILD WELFARE LEAGUE OF AMERICA, INC.

67 Irving Place
New York, NY 10010
212-254-7410

A national, private, standard setting organization whose primary goal is to improve services to children and youth and their families by helping agencies provide essential social services. The League provides no direct services but is involved in setting standards for services, providing consultation to accrediting agencies, conducting research, sponsoring conferences, maintaining a library and information services, administering special projects, and publishing a journal and other professional publications. The major focus of the League is on improving services for deprived, dependent, neglected children and youth and their families.

35. CLOSER LOOK

Box 1492
Washington, D. C. 20013
202-833-4160

A national organization which provides information to parents about their rights, about how to get appropriate services for their children, and about groups parents can work with to help eliminate barriers and open up new opportunities for handicapped children. Closer look publishes a newsletter, Closer Look Report, at no cost to parents which contains current information on services, legislation, and other information pertinent to those concerned with handicapped children. In addition, Closer Look provides publications for parents in different areas of exceptionality and lists of services available in each State. Closer Look is an excellent first contact for parents. For more information, call or write the national office.

36. COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, VA 22091
703-620-3660

An organization of teachers, school administrators, and teacher educators focusing on the concerns of children who are gifted; retarded; visually auditorily, or physically handicapped; or who have behavioral disorders, learning disabilities or speech defects.

37. COUNCIL FOR EXCEPTIONAL CHILDREN

Division for Early Childhood
1920 Association Drive
Reston, VA 22091
703-620-3660

A division of the Council for Exceptional Children whose goal is to stimulate the development of services and programs for preschool handicapped children and to promote the sharing of resources among division members. During the national convention, the division sponsors sessions for Division members and from 22-24 sessions during the regular conference activities open to all conference participants. A newsletter and bonus publications are available to Division members. For more information, contact the National CEC office.

38. CYSTIC FIBROSIS FOUNDATION

3379 Peachtree Road NE
Atlanta, GA 30326
404-262-1100

A national voluntary health organization which supports research to conquer Cystic Fibrosis and medical care for its victims as well as public and professional educational programs benefitting children with all lung damaging diseases. Materials on Cystic Fibrosis are available for parents, researchers, and teachers. Over 100 Cystic Fibrosis Centers are available in hospitals throughout the U. S. which specialize in the diagnosis and treatment of Cystic Fibrosis. For more information, contact your local chapter or the national headquarters.

39. DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, INC.

National Headquarters: The Children's Embassy
622 14th St., N.W.
Washington, D. C. 20005
202-638-2316

A non-profit membership advocacy organization aimed at increasing the availability of children's services and raising the quality of child care programs through development of grassroots involvement and education. Services include the dissemination of information and publications and technical assistance to child care projec s and community organizations.

40. DISSEMINATION CENTER FOR BILINGUAL/BICULTURAL EDUCATION

6504 Tracor Lane
Austin, TX 78721
512-926-8080

Staff members of this center collect and publish curriculum materials developed in bilingual programs and disseminate monthly annotated bibliographies of multicultural materials.

41. EDUCATION COMMISSION OF THE STATES

300 Lincoln Tower
1860 Lincoln St.
Denver, CO 80295
303-893-5200

The goal of this organization, which includes representatives from 45 states, is to further a working relationship among governors, state legislators and educators for the improvement of education. Included is the Early Childhood Project group which focuses on issues of interest to early childhood educators and policy makers.

42. EPILEPSY FOUNDATION OF AMERICA

1828 L. Street, N. W. Suite 406
Washington, D. C. 20036
202-293-2930

A national foundation whose primary purpose is to promote, conduct and support programs which deal with the causes and comprehensive treatment of epilepsy. The major activities are public and professional education; accessing of government resources that are applicable to people with epilepsy; and a national information, referral and advocacy programs. There are 100 local affiliates which have a variety of programs supporting the National programs. Their "School Alert" program could be of assistance to early childhood special education programs. For more information, contact the national office.

43. MUSCULAR DYSTROPHY ASSOCIATION

810 Seventh Avenue
New York, NY 10019
212-586-0808

A national volunteer health organization that raises money for a number of services for persons with muscular dystrophy and other related neuromuscular diseases. Among the activities of the association are patient service programs such as summer and winter camps, provision of orthopedic appliances at no cost, project research grants, and fellowships.

44. NATIONAL ASSOCIATION OF EARLY CHILDHOOD SPECIALISTS IN STATE DEPARTMENTS OF EDUCATION

P. O. Box 480
Jefferson City, MO 65101
413-751-4212

A national organization made up of personnel in State Departments of Education who have primary responsibility for Early Childhood programs for both handicapped and/or non-handicapped children. The purpose of the organization is to provide communication and coordination of efforts in developing programs for young children. Activities of the organization include an annual meeting at the NAEYC conference where written summaries of each state's programs are exchanged, a periodic newsletter to members, and the development of a position paper on the role of the public education system in early childhood programs and services for all children including handicapped children. For further information, contact the national association.

45. NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

1834 Connecticut Avenue, N. W.
Washington, D. C. 20009
202-232-8777

An organization established to act on behalf of the needs and rights of children (birth to 8 years), with primary focus on providing educational services and resources. Members are teachers, program directors and others involved in nursery schools, day care centers, cooperatives, church groups, play groups, and similar groups with programs for young children.

46. NATIONAL ASSOCIATION FOR RETARDED CITIZENS

2709 Avenue E. East
P. O. Box 6109
Arlington, TX 76011
817-261-4961

A national voluntary organization devoted solely to promoting the welfare of retarded persons and their families. Inspired originally by a small cluster of parents of mentally retarded children, NARC has grown to include over 1900 state and local ARCs with more than 300,000 adults and 20,000 youth members. Previously known as the National Association for Retarded Children, NARC promotes varied, continuous programs designed to assist mentally retarded individuals of all ages in achieving their greatest potential, while living as much as possible, a normal life style. Research into the many unknown causes of mental retardation and its prevention, as well as seeking cures, are high priorities of the Association. There are many publications available through the Association for both parents, professionals, and other interested persons. Infant development centers are sponsored by some of the local chapters as well as day care centers, recreation programs, and summer camps. NARC currently has a BEH grant for a program in teacher-parent training for severely/profoundly retarded children to assist teachers and parents prepare for and implement mainstreaming of these children.

47. NATIONAL ASSOCIATION OF STATE DIRECTORS OF CHILD DEVELOPMENT

300 Lincoln Tower
1860 Lincoln Street
Denver, CO 80295
303-893-5200

Members include state directors of offices for children and others interested in discussing and coordinating efforts to serve children and their families. Association members assist in formulating and reviewing federal legislation pertaining to children.

48. NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION

Suite 610-C
NEA Building
1201 16th Street N.W.
Washington, D. C. 20036
202-833-4193

A national association of State Directors of Special Education whose purposes are to consider and act upon current problems and issues concerned with the education of exceptional children; help establish activities and effective leadership in developing educational services and facilities for exceptional children, youth, and adults both handicapped and gifted; help establish helpful relations between those responsible for developing Statewide and Federal special education programs and those responsible for general curriculum planning at local, state and national levels; and to coordinate special education interests through their membership in liason with local, state, and national organizations interested in special education. NASDSE publishes a newsletter with recent information from the

Congress and other sources regarding special education, and other publications concerning current issues such as P. L. 94-142, IEPs, Child Find, and grantsmanship. In addition, consultative services are available through NASDSE. For further information contact your State Director of Special Education or the national office.

49. NATIONAL CENTER FOR CHILD ADVOCACY

Department of Health, Education, and Welfare
Office of Child Development
P. O. Box 1182
Washington, D. C. 20013
202-755-7816

A national center located in the Children's Bureau of OCD which carries out over 34 developmental and demonstration programs and provides technical assistance (TA) and dissemination and utilization activities to help local and State agencies increase and improve child welfare services. The center is concerned with parenting and children-at-large and with special target groups such as migrant and Indian children, foster home placements for all children including handicapped children, adoption, unmarried parents, and institutionalized children. For further information concerning projects located in your state or TA available, contact the Children's Bureau Specialist in your HEW Regional Office.

50. NATIONAL CENTER FOR LAW AND THE HANDICAPPED

1235 N. Eddy Street
South Bend,IN 46617
219-288-4751

A national center established to ensure equal protection under the law for all handicapped individuals. The Center provides three types of services: legal, education, and research. The legal component has direct involvement in court cases and in drafting model legislation affecting the handicapped. The education component provides workshops and seminars to inform the public about the rights of handicapped persons and employs an information specialist who responds to questions about the rights of handicapped persons. The research component compiles materials that assist in the activities of the legal and education components. For further information, contact the national center.

51. NATIONAL COUNCIL OF ORGANIZATIONS FOR CHILDREN AND YOUTH

1910 K St., N. W., Suite 404
Washington, D. C. 20006
202-785-4180

A coalition of organizations concerned with the needs of children and youth. The council serves as a clearinghouse of information and provides consultation, technical assistance, and other services of member organizations.

52. NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS

2023 West Ogden Avenue
Chicago, IL 60612
312-243-8400

A national organization whose major purpose is to provide rehabilitation services to those persons with physical handicaps through Easter Seal's Nationwide network of rehabilitation and treatment centers, sheltered workshops, employment services, residential and day camps, and mobile and home therapy units. Among the services offered are physical, occupational, vocational, speech therapy, and evaluation and counseling for those persons with speech and hearing disorders. Family counseling, special education programs, transportation, and referal services are also provided. The national Society disseminates educational information on Cerebral Palsy and on other physical handicaps and sponsors many different programs and services for handicapped children. For further information contact the National Information Center in the national office.

53. NATIONAL FOUNDATION - MARCH OF DIMES

1275 Mamaroneck Avenue
White Plains, NY 10605
914-428-7100

A national foundation whose primary goal is the prevention of birth defects. To achieve this aim, the foundation supports programs of research, medical service and professional and public health education.

54. NATIONAL SOCIETY FOR AUTISTIC CHILDREN

169 Tampa Avenue
Albany, NY 12208
518-489-7375

A national society dedicated to the education and welfare of children with severe disorders of communication and behavior. The society's major activities are dissemination of materials on autism to the general public and annual regional and national meetings on autism. The society operates an information and referral service and supports research into the causes, treatment, and possible cures for autism. For further information, contact the national office.

55. SEVERELY/PROFOUNDLY HANDICAPPED (AAESPH)

American Association for the Education of
the Severely/Profoundly Handicapped

1600 W.Armory Way
Seattle, WA 98119
206-543-4011

A newly organized national association which brings together parents, professionals, and students concerned with the education of severely and profoundly handicapped citizens. The organization includes professionals from a variety of disciplines such as special education, teacher training, occupational therapy, physical therapy, speech and language therapy, legal administrators, special education administrators, social workers, and psychologists. The association publishes a journal AAESPH Review and a monthly newsletter.

56. SPINA BIFIDIA ASSOCIATION OF AMERICA

343 S. Dearborn
Chicago, IL 60604
312-662-1562

A national volunteer association whose primary purpose is to distribute information on spina bifida to parents and professionals. Local chapters are located throughout the country which provide more direct support to parents and professionals, including representatives who can meet and talk with parents, group meetings with speakers, and referral to existing community resources. A second purpose of the association is the education of the general public about persons with spina bifida and other physical disabilities. For more information, contact the national office.

57. UNITED CEREBRAL PALSY ASSOCIATIONS, INC.

66 East 34th Street
New York, NY 10016
212-481-6300

A national association whose major purpose is to meet the information and service needs of people with cerebral palsy and other disabilities and their families and to conduct research into the cause and prevention of cerebral palsy and into materials for enriching the lives of persons with cerebral palsy. The major activities are information, referral and follow along services to individuals; consultation and stimulation of program development to affiliates and other agencies; and funding of a national research program. The national office conducts the National Collaborative Project to provide comprehensive services to atypical infants and their families through development of model programs for intervention with children under three years of age. For further information contact the national office, Program Service Director.

The Last Page

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